



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The teacher's first course in psychology.—While it has long been customary to begin the would-be teacher's professional training with a course in "pure" psychology, the average student has usually found it difficult to see just how this has much direct bearing on the practical work of teaching. More recently the tendency has been to introduce the beginner directly to educational problems through a first course in the scientific study of education or in the psychology of learning. An interesting variant of the latter plan is embodied in a recent text¹ by Professor Cameron. The author attempts, with a considerable measure of success, to accomplish in this book the rather difficult task of presenting, in a single, coherent treatment, the essential features of general psychology, educational psychology, and the psychology of the fundamental school subjects.

In the first eleven chapters Professor Cameron presents, from a standpoint which might be characterized as a moderately conservative functionalism, the traditional psychological categories, but with constant reference to their practical bearings and to the part played by learning and development. The next four chapters deal respectively with "Learning," "Transfer of Training," "Individual Differences," and "Mental Development." Then follow chapters which suggest the principal psychological processes involved in reading, spelling, writing, and arithmetic. The book concludes with a summary chapter which reviews the whole field from the biological standpoint and an appendix showing in detail a typical standardized test (Illinois Examination II). The earlier chapters tie up with the later chapters in direct and natural fashion, largely because of the central genetic and practical emphases, without leaving the awkward gaps usually so obtrusive in such an attempt.

Professor Cameron has evidently set as his aim the cultivation of a helpful viewpoint for thinking about school problems and has refrained from suggesting numerous moot issues and matters of detail which are necessary in later stages of professional study but which confuse rather than help the beginner. The choice of topics and the distribution of emphasis reveal care and good judgment. Fifty well-selected illustrations, diagrams, and tables supplement the text. As a first book for prospective teachers or as a reading book for teachers without adequate professional training, it should prove very useful.

F. A. KINGSBURY

UNIVERSITY OF CHICAGO

A study of Illinois high schools.—Many interesting phases of the development and administration of public high schools are brought to light from time to time by the reports of state supervisory officers. Frequently these reports present, in addition to the customary statistical compilations, significant analytical studies based upon certain of the conditions indicated by the tabu-

¹ EDWARD HERBERT CAMERON, *Psychology and the School*. New York: Century Co., 1921. Pp. xiv+339. \$2.00.